

COURSE IMPLEMENTATION DATE: May 1995
 COURSE REVISED IMPLEMENTATION DATE: September 2006
 COURSE TO BE REVIEWED: September 2009
 (Four years after implementation date) (MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department and the material will vary
 - see course syllabus available from instructor

FACULTY/DEPARTMENT: HIST 408	History	4
COURSE NAME/NUMBER	FORMER COURSE NUMBER N/A	UCFV CREDITS
Liberty and Authority in 19th-Century Thought		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course will examine the new ideologies and "isms" of the nineteenth century (liberalism, conservatism, socialism, romanticism, feminism, and modernism) as attempts to make sense of the radically changed world produced by the French and Industrial Revolutions. It will examine how this world produced new conceptions of the relationship between liberty and authority, the individual and the community, men and women, the present and the past. (Seminar)

PREREQUISITES: Nine credits of lower-level history, with one of HIST 208 (formerly HIST 201), HIST 209 (formerly HIST 202), HIST 210 (formerly HIST 111), or the previously offered HIST 112 recommended for September 2006 and required for January 2007.

COREQUISITES:

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: _____ (Course #)	_____ (Department/Program)
(b) Cannot take: _____ for further credit. (Course #)	_____ (Department/Program)

TOTAL HOURS PER TERM: 60	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:	LENGTH OF COURSE: _____
Lectures: 15 Hrs	HOURS PER DAY: _____
Seminar: 45 Hrs	
Laboratory: Hrs	
Field Experience: Hrs	
Student Directed Learning: Hrs	
Other (Specify): Hrs	

MAXIMUM ENROLLMENT:	20
EXPECTED FREQUENCY OF COURSE OFFERINGS:	Every second year
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input type="checkbox"/> Yes <input type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____ Eric Davis	Chairperson: _____ Raymond Welch (<i>Curriculum Committee</i>)
Department Head: _____ Sylvie Murray	Dean: _____ Virginia Cooke
PAC Approval in Principle Date: _____	PAC Final Approval Date: May 27, 2005

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

- 1) To develop students' understanding of 19th-century intellectual history and to encourage them to engage with and reflect upon some of the major texts in this history.
- 2) To introduce students to historiographical and methodological issues in intellectual history.
- 3) To develop students' analytical, research, writing, and presentation skills.

METHODS:

The above objectives will be achieved in the following ways:

- 1. the course has a seminar format for a maximum enrollment of 20 students.
- 2. minor and major written papers will be assigned.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) Yes No

METHODS OF OBTAINING PLAR:

Challenge exam.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

- Edmund Burke, Reflections on the Revolution in France (selections) (2000).
- Mary Wollstonecraft, Vindication of the Rights of Woman (selections) (2005).
- Mary Shelley, Frankenstein (2005).
- Olivier Zunz & A. Kahan., eds., The Tocqueville Reader (2002).
- John Stuart Mill, Autobiography of John Stuart Mill (selections) (1957).
- Marx and Engels, The Marx-Engels Reader (1978).
- Friedrich Nietzsche, The Advantages and Disadvantages of History for Life
- Andre Gide, The Immoralist (2001).
- Sigmund Freud, Civilization and its Discontents (2005).

SUPPLIES / MATERIALS:

None.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

8 two-page Reflections.....	40%
Participation and Oral Presentation.....	30%
Essay (12-13 pages).....	30%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- 1. Course Introduction
 - (a) Approaches to Intellectual History (Lecture)
 - (b) Early Modern Legacies to 19th-Century Thought and the Impact of the Dual Revolution (Lecture)
- 2. The Politics of Monstrosity I:
 - (a) The Conservative Reaction to Revolution

Text: Edmund Burke, Reflections on the Revolution in France

(b) The Enlightenment Tradition and the Emergence of Feminism

Text: Mary Wollstonecraft, A Vindication of the Rights of Woman

3. Romanticism

(a) Lecture

(b) Discussion of Documents

4. The Politics of Monstrosity II: Liberated Individual/Divided Self: Republican Citizenship, Familial Authority, and the Problematic Nature of Romanticism

Text: Mary Shelley, Frankenstein

5. The Democratic Revolution: Liberty vs Equality

Text: The Tocqueville Reader

6. Liberalism or Romanticism: The Mental Crisis of Homo Economicus

Text: John Stuart Mill, Autobiography and selection from On Liberty

7. German Idealism and its Critics (Lecture)

8. From Romantic Self-Division to Proletarian Alienation

Text: Karl Marx, Economic and Philosophic Manuscripts, pp. 40-62

_____. "Theses on Feuerbach"

9. The Politics of Monstrosity III: "The Spectre of Communism": History as Liberation

Text: Marx and Engels, The German Ideology

The Communist Manifesto

10. From History to Psychology: The Birth of Modernism (Lecture)

11. Myth, Instinct, and the Burden of History: Towards Modernism

Text: Friedrich Nietzsche, Advantages and Disadvantages of History for Life

12. From Homo Economicus to the Psychological Self: Sexual Liberation from the Burdens of History and Commerce

Text: Andre Gide, The Immoralist

13. From Liberty to Neurosis: The Implacable Opposition Between Civilization and the Psychological Self

Text: Sigmund Freud, Civilization and its Discontents